

## Waterbury Public Schools

### JOB CLASSIFICATION DESCRIPTION

**JOB CLASSIFICATION TITLE**

Teacher (Multilingual Coach Facilitator)

**BARGAINING UNIT CLASSIFICATION**

Waterbury Teachers' Association CEA-NEA

**DEPARTMENT**

Teaching and Learning

**REPORTS TO:**

Receives administrative direction from the Content Supervisor or other administrative official of a higher grade

**INCUMBENT NAME**

Title 1

**FLSA DESIGNATION**

Exempt

**PART I - SUMMARY OF CLASSIFICATION**

This class is accountable for assisting classroom teachers and other instructional employees develop strategies, skills, tools, techniques, and capacity to effectively teaching Multilingual students. This class also develops and implements curriculum and lesson plans, utilizes technology to facilitate learning, in person and distance learning, and demonstrates understanding the varying learning styles and the needs of a diverse student population.

**Guidelines for Use:**

The Coach will be used to support all staff in the implementation of the site multilingual plans and programs. The Coach will work directly with teachers in a school providing classroom-based demonstrations, collaborative and one on one support, and facilitating teacher inquiry and related professional development. The Coach will focus on enhancing teachers' ability to provide instruction that builds students' sense of engagement in the ownership of learning. The Coach will also work with administrators and teachers to collect and analyze data, interpret, and use it to guide instructional decisions.

**PART II - MINIMUM KNOWLEDGE, SKILLS AND ABILITIES****A. EDUCATION AND EXPERIENCE****General Experience:**

1. Possession of a Bachelor's degree from an accredited university or college.
2. Five (5) years' experience in multilingual teaching, with a record of successfully impacting student achievement and working successfully with students who have the greatest needs.

**Special Requirement:**

1. In addition to the checking of references and of facts stated in the application, a thorough background investigation of each candidate may be made prior to appointment.

## **B. CREDENTIALS:**

## **C. LICENSURES, CERTIFICATIONS AND OTHER REQUIREMENTS:**

1. Employment in this class is conditional upon possession of a valid Connecticut State Board of Education teaching certificate/endorsement(s) appropriate to the teaching assignment.
2. Endorsement as a Bilingual Teacher or other applicable endorsement.
3. Incumbents in this class may be required to possess and retain a current Motor Vehicle operator's license.

## **D. CONTINUING EDUCATION REQUIREMENTS:**

1. Teachers in this job class must complete all State CEU requirements for re-certification.

## **E. KNOWLEDGE, SKILLS AND ABILITIES**

- Comprehensive knowledge, gained by formal or informal learning, about the content and methodology of balanced Multilingual instruction;
- Considerable knowledge of educational philosophy, teaching methods and approaches, and currently researched best practices and strategies;
- Considerable knowledge of standard-based and core curriculum areas for which the teacher is responsible for instructing, including specialized knowledge in certain fields such as mathematics, science, business, music, art, languages, and so forth, as appropriate;
- Knowledge of child development;
- Knowledge of classroom management techniques;
- Knowledge of instructional technologies;
- Knowledge of learner outcomes;
- Knowledge of learning theory, students' learning styles and needs, both academic and affective, and theories of multiple intelligences;
- Knowledge of multicultural, gender and disability fair curriculum concepts;
- Knowledge of Positive Behavioral Interventions and Supports (PBIS) and Scientific Research Based Interventions (SRBI);
- Knowledge of successful techniques in classroom management and instructional planning for effective multilingual instruction;
- Knowledge of theory and practice of teaching writing as process and product, especially as it relates to early elementary age children;
- Some knowledge of community resources;
- Effective coaching skills;
- Effective collaboration skills;
- Excellent listening skills;
- Skill in classroom management and organization;
- Skill in classroom presentation;
- Skill in human relations, mediation, conflict management and interpersonal interactions;
- Skill in maintaining and developing reports;
- Ability and flexibility to interact effectively with students, parents, and other school staff, the administration, and community members of diverse ethnic/racial and socioeconomic backgrounds;
- Ability to adapt teaching styles to diverse student populations;

- Ability to apply the principles of Positive Behavioral Interventions and Supports (PBIS) and Scientific Research Based Intervention (SRBI);
- Ability to assess student skills and knowledge in learning, using a variety of formal and informal assessment tools;
- Ability to communicate effectively, both orally and in writing;
- Ability to evaluate student performance and to present these evaluations in a manner that fosters higher student achievement;
- Ability to integrate technology in classroom instruction;
- Ability to multi task and be flexible;
- Ability to plan and implement lesson plans based upon District and school goals, as well as the objectives, needs and abilities of students;
- Ability to provide appropriate instruction;
- Ability to use assessment results to shape instruction;
- Ability to use effective strategies for differentiating instruction;
- Ability to utilize and integrate computer and multimedia technology, as appropriate;
- Ability to utilize effective data-based problem-solving skills;
- Ability to work in a cooperative learning environment;
- Ability to work with individuals from diverse backgrounds.

### **PART III - POSITION SUPERVISES**

1. May lead the work of teachers and paraprofessionals.

### **PART IV - ESSENTIAL FUNCTIONS**

The following identifies the primary and essential functions of the position and is not intended to be an exhaustive listing of all duties.

- Coordinates and develops professional development training for all teachers, administrators, and parents to address the needs of all English Language Learners (ELL's) (Three years' plan)
- Assist in the planning, designing, implementation, and follow-up for staff development for teachers, administrators, parents, and other staff from the Waterbury Public Schools, following guidelines of the Title VII grant and Multilingual Department.
- Assist in working with teachers in the creation and adaptation of appropriate curriculum and materials for Bilingual, ESL, and LTSS classes (K-12) in alignment with the Waterbury Public Schools and state guidelines.
- Informs administrators, teachers, other staff, and parents of the staff development programs available
- Assist teachers through coaching and mentoring, visit classrooms and assist teachers in applying instructional strategies
- Assist in the development and implementation of action plans for improvement, budget, and evaluation of programs
- Assists the supervisor in the implementation of Bilingual/ESOL policies and procedures
- Coordinating the implementation of assessments for English Language Learners (ELLs) according to state and federal guidelines.
- Work in coordination with Compliance Review Specialist/Technology Support staff to **analyze data** for English Language Learners (ELLs) students' progress and various state and federal reports
- Performs related duties as required.

## PART V - WORKING CONDITIONS, PHYSICAL AND MENTAL REQUIREMENTS

Employees appointed to positions in this class must have adequate physical strength, stamina, physical agility and visual and auditory acuity and must maintain such physical fitness as to be able to perform the duties of the class. A physical examination may be required.

**Frequency: Place an "X" in each box that is appropriate to your job.**

<b>NEVER (N)</b>	<b>OCCASIONALLY (O)</b>				<b>FREQUENTLY (F)</b>	<b>CONSTANTLY (C)</b>			
0 % of Shift	1-33% of Shift				34-66% of Shift	67-100% of Shift			
<b>Working Conditions</b>	<b>N</b>	<b>O</b>	<b>F</b>	<b>C</b>	<b>Working Conditions</b>	<b>N</b>	<b>O</b>	<b>F</b>	<b>C</b>
<b>Physical Demands</b>					Depth Perception		X		
Standing		X			Color Distinction		X		
Walking		X			Peripheral Vision		X		
Sitting			X		Driving		X		
Lifting		X			<b>Physical Strength:</b>				
Carrying		X			Little Physical Effort (-10 lbs.)		X		
Pushing		X			Light Work (-20 lbs.)		X		
Pulling		X			Medium Work (20-50 lbs.)		X		
Climbing		X			Heavy Work (50-100 lbs.)	X			
Balancing		X			Very Heavy Work (100+ lbs.)	X			
Stooping		X			<b>Environmental Conditions</b>				
Kneeling		X			Cold (50 degrees F or less)	X			
Crouching		X			Heat (90 degrees F or more)	X			
Crawling		X			Temperature Changes		X		
Reaching		X			Wetness	X			
Handling		X			Humidity	X			
Grasping		X			Extreme Noise or Vibration		X		
Twisting		X			Exposure to Chemicals	X			
Feeling			X		Exposure to Gases and Fumes	X			
Talking			X		Exposure to Unpleasant Odors		X		
Hearing				X	Exposure to bodily fluids		X		
Repetitive Motion			X		Exposure to dampness	X			
Hand/Eye/Foot Coordination			X		Confinement to Small or Restricting Area	X			
Visual Acuity/Near			X		Mechanical Hazards	X			
Visual Acuity/Far			X		Physical danger or abuse		X		

The above statements are intended to describe the general nature and level of work being performed by the employee assigned to this position. They are not to be construed as an exhaustive list of all job responsibilities and duties performed by personnel so classified.

Waterbury Public Schools is an Equal Opportunity Employer. In compliance with the Americans with Disabilities Act, the District will provide reasonable accommodations to qualified individuals with disabilities and encourage both prospective and current employees to discuss potential accommodations with the District when necessary.

Prepared on: July 25, 2019

Revision on: September 18, 2025